



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

tions. This is less developed than the two major matters of curriculum and methods.

The layman would have asked the author to go somewhat farther in taking the point of view of general education and in shaking off the preconceptions of those saturated in the specialized academic-literary atmosphere. But when he notes the forward strides that have been made, he probably must admit that as a "next step of progress" it is all that for the moment is justifiable. It carries us so far forward that many of those older books on which we have been relying can now be taken from their shelves and relegated to the dump-heaps called historical archives.

---

FRANKLIN BOBBITT

*Personnel work in the schools.*—Teaching as a profession made a long stride forward when professional courses were added to the minimum requirements for teaching in standard elementary and secondary schools. Without such training the success of the young teacher for the first few years is a very expensive risk, especially when teaching success is measured in terms of the character of the changes effected in the lives of boys and girls. It is important, of course, that the teacher have a satisfactory knowledge of the content of the subjects taught; but it is equally important, if not more so, that she understand her students and have the right attitude toward them.

A recent book<sup>1</sup> by Mr. J. K. Stableton presents the personnel problems of the teacher and administrative officer in the direction and management of students in the junior and senior high school and supplies a wealth of concrete material in the form of case histories. In the words of the author, "This book is intended to be helpful to all school officers, and teachers, and to parents, in fact, to all who have anything to do with the teaching and training of youth. The problems presented and discussed are the problems that all who belong to any one of these classes have to meet" (p. iii).

The book contains twenty-one chapters, written very clearly and concretely. Chapter i is a collection of case histories. The other chapters deal with such problems of class and school management as understanding the student, recognizing his type, treating him as an individual, correcting his faults, keeping him in school, developing his latent powers, etc. Practically every point is illustrated from the personal records of cases observed and studied by the author in his broad and fruitful experience as an educator.

The book is characterized throughout by a spirit of optimism and a most wholesome conception of the duties and responsibilities of the teacher. It should prove to be of inestimable value to the beginning teacher of whatever grade, as well as a source of inspiration and practical suggestions to the teacher of experience.

W. C. REAVIS

<sup>1</sup> J. K. STABLETON, *Your Problems and Mine in the Guidance of Youth*. Blooming-ton, Illinois: Public School Publishing Co., 1922. Pp. x+274.